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ABSTRACT

This document contains brief descriptions of 12 experimental and/or innovative undergraduate teacher education programs currently underway in the College of Education, Ohio State University. Programs are 1) Urban Teacher Education (14-credit-hour practicum); 2) English Education Inner-City Program (2-year practicum); 3) Industrial Arts Curriculum Project (3-year development and evaluation of a 2-year sequence in industrial technology for Grades 7-10); 4) Microteaching for Foreign Language Teachers (an experimental study using video-taped lesson sequences); 5) Microteaching in the Social Studies Methods Course (implemented in several Columbus area high schools); 6) Middle Elementary Teaching Team (METT) (2-year practicum for 3- or 4-member teams in grades 4-6); 7) New Careers in Early Childhood Education (2-year training of disadvantaged in work-study day care center program); 8) New Dimensions Program (2-year accelerated program to train ghetto high school dropouts as educational technologist aides); 9) Education Professions Development Act: Trade and Industrial Education (2-year inservice program leading to professional certificate); 10) Research and Development Program (30-hour program to train researchers); 11) Science and Mathematics Teacher Education Project (2-year program focusing on process approach); 12) Social Studies Education Program Abroad (15-credit program including seven weeks travel and study abroad). (JS)

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INNOVATIVE UNDERGRADUATE TEACHER EDUCATION PROGRAMS.

PROFILES OF CURRENT PROGRAMS

in the

COLLEGE OF EDUCATION

Submitted by

THE TEACHER EDUCATION STUDY COMMITTEE

COLLEGE OF EDUCATION

THE OHIO STATE UNIVERSITY

JULY 1970

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INTRODUCTION

One of the most difficult problems facing those concerned with improving teacher education is that of keeping abreast of the multiplicity of experimental and/or innovative programs currently underway. This report reflects the conviction of the Teacher Education Study Committee that descriptions of a broad sampling of the innovative undergraduate programs evolving in the College should be more readily available to faculty, students and interested others.

The purpose of this report is to present a brief profile of experimental and/or innovative undergraduate teacher education programs currently underway in the College of Education. It should be considered an addendum to Teacher Education for the Future, a report to the Faculty Senate, submitted by the Teacher Education Study Committee, March, 1970.

Twelve programs were identified by Academic Faculty Chairmen for inclusion in the report. Program directors were interviewed and requested to provide a resume' incorporating statements of objectives, descriptions of program components, information relative to budget and staffing, and evaluative data. From this base, narrative composites were drafted and submitted to each director for approval. As indicated, some guidelines concerning the general nature of the program descriptions were established, but each program director

was encouraged to report the program in the manner he thought best. This no doubt accounts for the wide variation in reporting styles.

The limitations of abridging complex program descriptions to brief profiles are acknowledged, but it is hoped that the report will serve, in part, to inform the reader of present practices and stimulate efforts toward innovative program development.

Special appreciation is expressed to Phi Delta Kappa for its support of this project and to Robert Sedoris for his assistance in coordinating the report.

The following representatives from the faculty, student body and administrative staff served on the Teacher Education Study Committee:

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CLEVELAND URBAN TEACHER EDUCATION PROGRAM
Program Director: Donald R. Cruickshank

The complexity of human behavior prevents a complete understanding of the reality which comprises the organized teacher-learning process--the dynamics of intra- and inter-personal, institutional, professional and societal structures and relationships. Models are necessary but not sufficient. Teacher preparation programs can be designed to closely parallel the natural phenomena of school environments.

In 1969 representatives of the Cleveland Board of Education invited the College of Education to identify fifty sophomore students each quarter of 1969-70 to work in inner city elementary schools as University Teaching Assistants (UTA). The resulting Urban Teacher Education Project (UTEP) is a collaborative effort between the College of Education and the Cleveland Board of Education. Each agency assumes responsibility for part of the program. Planning and execution are mutually shared.

Certain assumptions underlie the UTEP program. The first is that teacher education programs must include as many of the components of reality as possible as these operate in actual teaching settings. Therefore early experience in schools is an essential aspect of the preparation of teachers. The second assumption is that the prospective teacher needs to make the transition from student to teacher as early as possible. The development of a concept of self as teacher must be nurtured. The third

assumption is that knowledge of the community is essential if one is to become an effective teacher in an urban setting. The fourth assumption is that there are teaching skills which can be identified, taught, practiced, and evaluated as early as the sophomore year.

Based on the above assumptions, seven program objectives have been derived: 1) Provide the UTA with opportunities to become more aware of the role and function of the city school teacher in schools serving large numbers of disadvantaged children thus facilitating career choice in teacher education, at least in such settings; 2) Help the UTA to understand himself better and to grow in his ability to relate more successfully with other professionals and children; 3) Provide the UTA with opportunities to know and to work with children in ways that enhance the child's achievement and self-esteem; 4) Provide the UTA with opportunities to learn about an urban school system and an urban school in order to understand the setting in which he serves. Help the UTA to become more aware of the forces and factors at work in such settings; 5) Provide the UTA with an opportunity to work in a predominantly black school and community and to know the diverse and unresolved problems of blacks; 6) Provide the UTA with content and teaching skills he can apply as he works with children; 7) Provide the UTA with an opportunity to encounter and try to solve the most frequent and severe problems of inner city teaching.

The program as designed and formalized consists of 13-14 credit

hours per quarter. Students enroll for:

Ed 294-10 (5 credit hours) Group Problems in Education

(Guidance component--developing a teaching self-concept--Interpretation of the teaching experience and interpretation of test results, counseling, encounter groups, etc.)

Ed 289.13 (5 credit hours) Field Experience in Urban Schools

(Community experience, field trips, understanding the black ethos, camp experience, home visits, seminars)

ED 5xx (3 or 4 credit hours) A Methods Course in Elementary Education

(Content and methods in a subject matter area, with the opportunity to test these with children in the classroom.)

In addition, special courses for the participating classroom teacher, designed in recognition of their unique need, are offered each quarter.

The project which began Autumn Quarter (1969) enrolled 23 sophomores from The Ohio State University. The number of participants rose to 34 for the Winter Quarter with 40 students enrolled for the Spring Quarter.

In 1969-70, personnel from the Cleveland Public Schools comprising part of the support staff included 45 classroom teachers, three principals, one guidance counselor and two psychologists whose responsibilities were supervised by Edna Stinson. Clarence King assumed a special responsibility for community field experiences. Jack Belcher

was administrative liaison for the Cleveland Schools. Donald Cruickshank, project director, Joseph Quaranta, Charlotte Huck and Margaret Mordy, faculty of the College of Education, were supported by teaching associates Mike Kanits, Camille Ference, Katie Gould and Jessie Tucker.

Evaluation procedures are presently being formulated. The project is jointly funded by The Ohio State University College of Education and the Cleveland Board of Education.

ENGLISH EDUCATION INNER-CITY PROGRAM
Program Director: Donald R. Bateman

Reactions of children to traditional English programs which focus on English and American literature, composition, and grammar clearly indicate that new programs need to be developed. Reactions of college students to traditional teacher preparation programs in English clearly indicate that new patterns of instruction which include continuous experiences with children of different socio-economic backgrounds must also be developed. The English Education Inner-City Program is an attempt to develop such a program by bringing together teachers, students, and children from diverse socio-economic and racial backgrounds. Additional students are being recruited with the expectation of doubling the number of participants in the 1970-71 academic year.

The following are statements of program objectives: (1) development of an alternative teacher preparation program in English education that will emphasize early and continuous involvement of Faculty and students in classrooms and schools; (2) development of a cooperative program between the English education area and the Columbus school systems in which problems are identified by participants and solutions are sought by drawing on the resources of the schools and the University; (3) development of alternative programs in English for inner-city schools that will provide young people with the oppor-

tunity to explore and discuss relevant verbal and non-verbal accounts of the contemporary scene; and (4) preparation of teachers who are able to work effectively, not only with children in inner-city schools, but with children in all schools.

From forty-five applicants, eighteen were selected to participate in the two-year program. Students were selected on the basis of their awareness of the current socio-economic situation in America, their concern about the failure of the schools and colleges to provide adequate programs for black and white children alike, and their desire to participate actively in the objectives of the program. Teachers from three local junior-high schools agreed to participate in the program. They also agreed to enter into graduate programs in English education and to work with two students from the College over a two-year period. Students work with teachers in the schools in the morning and attend workshops on campus in the afternoons and evenings.

In-class experiences for students range from assisting teachers to assuming full responsibility for individual, small group, and total class instruction.

Special programs have been designed for the participants, including: (1) a special course in sociolinguistics covering such topics as dialectology, the structure of language, language and thought, language and intelligence, language and culture, dialect differences as an aspect of racial prejudice, sociolinguistic perspectives on problems

or reading, etc.; (2) a guidance dimension which includes administering and interpreting a battery of tests, T-group training, the study of group dynamics, and counseling; (3) a special section of Education 560, Teaching Literature in the Secondary School; (4) a special section of Education 613, Adolescent Literature which attends specifically to literary materials that are appropriate for the pupils the students are working with; (5) a course dealing with the study of films, motion picture production, photography, and the use of non-verbal media in the classroom; (6) evening seminars featuring speakers from the black community; (7) extra-school involvement with children and parents in community settings; and (8) special sections of Education 561, Teaching Grammar and Composition in the Secondary School and Education 612, Linguistic Materials for the Secondary School.

Staff members include Dr. Donald R. Bateman, Associate Professor of Education, Program Director, and two graduate assistants, Mr. Washington and Mr. Kunkel. Other team members from related areas are Dr. Landon, Linguistics; Dr. Quaranta, Guidance; Miss Jane Stewart, English Education; and Mr. Gallagher, graduate student.

The budget allotted for this program is minimal. To supplement the lack of funds, one professor has contributed his time and the Department of Linguistics is supporting one other teacher. The Department of Photography and Cinema has loaned equipment for use in a course in film making, film study, photography, video taping, audio taping and

multi-media skills for the development of instructional units for the classroom. Other faculty members are contributing time to the program over and above full assignments in the regular English Education Program.

Evaluative procedures are currently being designed. A report of evaluative procedures will be forthcoming.

INDUSTRIAL ARTS CURRICULUM PROJECT
Program Directors: Donald Lux, Willis Ray

Industrial arts, like other curriculum areas, has been affected by the general thrust toward curriculum improvement. In recent years there has been a growing awareness of the widening gap between industrial reality and its representation in the total educational program. More particularly, it has become increasingly evident that many of the traditional approaches to industrial education are incapable of providing students with an adequate understanding of the impact of industry upon our man-made world and upon industrial personnel.

It is generally recognized that the central question involved in bringing about a major change in industrial arts education is that of instructional content. That is, in view of the dynamic and complex character of modern industry, more appropriate units of instruction in industrial arts must be developed. The Industrial Arts Curriculum Project (IACP) staff developed a rationale to guide the conceptualization of a more adequate structure or framework for the organized study of industry. A national advisory committee has provided general guidance for the Project. With its counsel, the Project staff has given a basic structure to a body of knowledge which it calls industrial technology. This has provided a sound basis on which to select content for courses in industrial arts education.

Traditional industrial arts courses have emphasized drawing, woodworking, metal working and a few other skills but have not represented the whole scope of industry. Moreover, technology has advanced tremendously during the last three decades. No longer can society afford to permit a student to think of industry as being represented solely by drawing, woodworking, metal working, and other craft-oriented traditional areas. Industrial arts always has claimed to provide youth with insights into industry. The current programs, however, tend to be narrow and do not give students the kind of overview of technology they should have. What is needed is an instructional program that provides experiences and knowledge about the man-made world much like science does about the natural world.

After intensive research and development with representatives from education, business, industry, and labor, the IACP staff formulated a rationale that defined two broad aspects of technology. Based on this rationale, a two-year sequence in industrial technology was prepared for students in grades seven through ten. Both courses develop the general theme: "How to work efficiently with men, materials, tools and techniques." It is expected that students will gain from the IACP program an understanding that will contribute to enlightened citizenship, occupational awareness, integration with the culture, and success in the industrial world.

The first year's course, "The World of Construction," is a study

of man's managed-personnel-production system which produces constructed projects on a site. The second year's course, "The World of Manufacturing," is a study of man's managed-personnel-production system which produces society's manufactured products in a plant.

Through the IACP program, students learn how man plans, organizes, and controls materials, tools, techniques, and people to produce such goods as buildings, bridges, highways, dams, automobiles, furniture, clothing, appliances, and utilities. Students themselves produce products, using methods that simulate those used in a factory or on a site.

Both courses have been developed for classes meeting one class period each day during a school year of about 36 weeks, or the equivalent. The suggested minimum length of each class period is 45 minutes; however the materials are adaptable to modular scheduling. Both courses are designed to permit utilization of existing industrial arts laboratories.

The IACP program is unlike the typical "shop" course, in which the individual student constructs wood, metal, or electrical projects. Laboratory work is an important part of each IACP unit, but it is designed to reinforce student understanding of broad concepts and principles of technology. Many of the student activities are planned for small groups in which each student plays a unique role or performs a specialized task--as would occur in the real world of industry.

Since 1967, 15,000 students in the 7th, 8th, 9th, and 10th grades have been involved in the IACP courses. This includes 7,400 enrolled for the 1969-70 school year. During the 1969-70 school year, the program is being used in nine states, 19 cities, 41 schools, with 66 teachers. The schools are located in the suburbs as well as the inner city.

Members of the Industrial Technology Education Faculty have spent approximately one half of their time developing the IACP. The IACP was conceived as a developmental program and is not experimental in a strict sense. It would be considered a research, development, and dissemination effort (R, D, & D).

The IACP has received approximately \$1.6 million under Grant No. OEG-3-7-70003-1608, National Center for Educational Research and Development, U.S. Office of Education, U.S. Department of Health, Education and Welfare. The Ohio State University has provided an additional 10-15% of \$1.6 million to the project effort. Private industry and individual school systems have contributed substantial financial and other resources to assist the project. During a five-year limited copyright period, all royalties from the published instructional materials will be returned to the U.S. Treasury. Exclusive publication rights have been awarded by the Commissioner of Education to the McKnight and McKnight Publishing Company, Bloomington, Illinois.

The Industrial Arts Curriculum Project has been constantly evaluated and re-evaluated. Field testing and revision of the instructional system has been a major IACP task. By 1971 the instructional procedures and materials for both courses will have completed a three-year cycle of development, evaluation, and revision. The text books have been evaluated and edited by experts in construction and manufacturing to assure that the information is accurate. The laboratory manuals, teacher guides, achievement tests, and other instructional materials have been developed, evaluated and revised by professional educators to make them educationally sound. Each teacher involved in the program makes a scheduled written evaluation of the instructional materials and, together with other teachers in the project, prepares weekly evaluation reports. This information has been received through six field evaluation centers in Long Beach, California; Dade County, Florida; Trenton-Hamilton Township, New Brunswick, New Jersey; Chicago, Evanston, Illinois; Cincinnati, Ohio; and Austin, Texas. In addition to the six field evaluation centers, seven demonstration centers have been established to teach and evaluate IACP materials.

In all, the IACP has been well received. In response to a student questionnaire given in the Long Beach Unified School District, the following results were obtained: Out of 417 student responses, 342 said they would recommend the course to friends, 362 replied that they

enjoyed the course, World of Construction, and 372 believed that they had a good general understanding of construction after the course. Responses to a similar parent questionnaire showed that over 90 percent of the parents were equally enthusiastic.

The activities of the Project will officially end in August of 1971. Summer teacher-orientation programs are being planned at various colleges and universities for the summers of 1970 and 1971, and will be based on programs already conducted at The Ohio State University. Such programs will multiply the impact of the Project on school practice.

MICROTEACHING FOR FOREIGN LANGUAGE TEACHERS

Program Director: Frank Otto

Experience with young people in the school setting is receiving considerable attention from those concerned with the development of more effective teacher preparation programs. The prospective teacher of the past had little experience in the classroom prior to student teaching. Today, however, there is an increasing effort to provide the prospective teacher with a variety of experiences with young people prior to student teaching.

Microteaching is designed to provide opportunities for self-evaluation and for testing out various teaching methods on a small scale. It may be defined as a procedure by which a prospective teacher works with a small group of students in a real teaching-learning situation for a relatively short period of time. This actual teaching-learning situation is video taped for later critical evaluation by the prospective teacher, the cooperating teacher and the university professor, the feedback received by the teacher in training providing a basis for his making alterations in his teaching methods.

The experimental microteaching program in foreign language teacher preparation was initiated by Frank Otto in Winter, 1968 in the fifth grade class of The Ohio State University School. In order to expand experimentation with microteaching, a junior high French

class and a senior high Spanish class were brought to the campus for Otto's seminar in supervision during the summer of 1968.

During the Winter Quarter of 1969, undergraduate and graduate students in the Spanish methods class participated in microteaching at a local public high school. Each doctoral candidate enrolled in the supervision seminar was assigned to work with two teams of the microteachers and a cooperating teacher in an attempt to more closely approximate reality for both the future student teacher and the future supervisor. The results of the experimentation were not generalizable since the student variables were not controlled and since the teaching situation at the school was somewhat atypical. However, interest and suggestions expressed by cooperating teachers, supervisors, methods students, and participating high school students indicated that further experimentation in the area of microteaching would be plowing fruitful ground.

An experimental study of the use of microteaching with video taped lesson sequences in the preparation of pre-service foreign language teachers was carried out by Otto in the Autumn Quarter, 1969. It is briefly described below:

The Problem: Does training in microteaching using video taped lesson sequences enhance a prospective teacher's classroom sensitivity, give him a more positive attitude toward teaching, and make him a more effective teacher than one who has not received this training?

The Purpose: The purposes of this study were to ascertain whether microteaching with video taped lesson sequences is a significant factor in the training of pre-service student teachers and to determine the feasibility of including such training as a permanent feature in foreign language methods course work at The Ohio State University.

The Design: Pre-service teachers who had completed the basic methods course in foreign language education were assigned to two groups, one experimental (experimental microteaching and video taped lesson sequences) and one control.

The control group was given the usual methods course on campus. They taught the same concepts as the students in the experimental group, but to their peers. They also received instruction in the teaching of reading, writing, culture, and testing. Video taping was used in part to help reduce the effect and shock of the VTR, and for their own evaluation.

The Procedures: The pre-service teachers spent the first four weeks of the Autumn Quarter receiving training to prepare them for the microteaching sessions in three local high schools. They then spent two to three weeks in the high schools (depending on the class size) doing microteaching assignments based on the campus training and the needs of the cooperating teachers in the schools. Each microteaching session was video taped for immediate replay and critique. The high

school pupils in the microteaching session also critiqued the session while the teacher of the session was not present. The lesson was then re-taught to a new group of students and video taped again for evaluation on campus.

The pre-service teachers then returned to campus for a one-week unit on lesson planning. During this time, they prepared to teach a one-week unit in the schools which they taught as a team.

Effectiveness of teaching was not determined by the investigator but by the unbiased observers using Polizer's "Performance Criteria."

Prospective teachers participating in the experimental program evaluated the microteaching experience upon completion of student teaching. They responded to a questionnaire in which they were asked to rank in importance the experiences which were considered the most valuable experiences they had encountered throughout their programs of professional preparation. Upon examination of the results, it was found that microteaching was considered the most valuable experience they participated in, including student teaching. It was concluded that microteaching is a valuable procedure to be used in bridging the gap between theory and practice in foreign language methods courses. Subsequently microteaching became a regular part of the methods course for prospective Spanish teachers, providing opportunities to work with small groups of youngsters in three different settings: inner city children, slow learners, and accelerated learners.

Otto has also explored microteaching as a component of inservice education for foreign language teachers. Objectives in using microteaching were to: permit teachers to see themselves as others see them; make the self critique more feasible; develop healthy attitudes toward self-evaluation and continuing development of teaching proficiency; improve the quality of inservice meetings and workshops; provide an efficient means for making use of demonstration lessons in inservice education; and provide a means of focusing on specific teaching skills and behaviors. On the basis of his study it was concluded that microteaching can make a significant contribution to the development of foreign language teachers. The use of microteaching incorporating the video recorder offers possibilities for providing at least partial solutions to the concerns of teachers and administrators regarding inservice education.

MICROTEACHING IN THE SOCIAL STUDIES METHODS COURSE
Program Director: M. Eugene Gilliom

A common criticism leveled at the social studies methods instructor by undergraduate teachers in training is that he fails to "tell it like it is." Typically, undergraduate teacher education students are required to evaluate text books, collect teaching materials, develop elaborate units, write lesson plans, and compose examinations--all for possible use with hypothetical students in imaginary schools sometime in the future. This "methods in a vacuum" approach, however, from the viewpoint of students, is little more than an academic exercise. It leaves out the ultimate target of all these efforts--the secondary pupil within the school setting.

The microteaching experience in the social studies methods course developed by Eugene Gilliom was not designed to duplicate student teaching or to replace the observation-participation experience offered to introductory education courses. Rather, it was designed with four basic purposes in mind: (1) to serve as a proving ground on which students could field test teaching methods and could attempt an application of ideas discussed in the methods class; (2) to develop in students a better understanding of fundamental tasks comprising the teaching act; (3) to narrow the gap between the study of methods and the teaching of social studies in the secondary school; and (4) to provide students the

opportunity to appraise and analyze their strengths and weaknesses as classroom teacher before plunging into student teaching.

Microteaching began on an experimental basis in Gilliom's methods course and became a continuing, integral part of his total program. Microteaching has been implemented in several Columbus area high schools; among them are North High School with 24 prospective teachers involved, Northland High School with 18 participants in each of two quarters, Central High School with 24 microteachers, and Bishop Ready High School with 36 students participating in microteaching. To illustrate, at North High School, for example, two classrooms were put at Gilliom's disposal. Pupil volunteers were dismissed from study halls in groups of six to sit as microclasses. Six, two hour sessions of the methods class were devoted to microteaching over a three week period, and during that time the students enrolled in the methods class met at the high school instead of on campus. By carrying on microteaching in both classrooms simultaneously, eight teachings per day were arranged enabling each student to teach at two different grade levels. Each microlesson consisted of twelve to fifteen minutes of instruction with the remainder of the time being used for evaluation of the teachings by the high school students. Members of the methods class were encouraged to experiment with new teaching approaches. (Lecturing was not permitted.) Each was responsible not only for conducting two microlessons but for justifying

to his fellow class members and the course instructor his choice of content and teaching strategy.

One of the basic purposes of the microteaching was to help students develop a better understanding of fundamental tasks comprising teaching. Toward this end, several rather discrete components of teaching behavior were isolated for concentration: launching and leading a discussion effectively, capitalizing on pupil responses, creating disjunctions in the minds of the pupils, reinforcing pupil participation, controlling the flow of the lesson, and bringing about effective closure. Concentrating on the teaching behaviors he felt needed special attention, each student set about choosing content and organizing learning experiences designed to cultivate in his pupils the increased ability to perform one of several basic inquiry skills: identifying problems; asking valid questions; casting and testing hypotheses; evaluating sources; interpreting data; distinguishing fact from opinion; making logical deductions; forming generalizations; detecting propaganda devices; and dealing with mind set.

Evaluation of the microlessons was an integral, vital feature of the approach. Each lesson was subjected to four levels of evaluation. The first of these was made by the youngsters who comprised the microclasses. Immediately following the completion of his lesson, the microteacher left the room and the methods instructor discussed with the high school pupils the teaching-learning experience in which they had partici-

pated. The pupils were asked to identify what they felt were the microteacher's objectives, to evaluate critically his selection of content and activities, and to comment on his teaching style, mannerisms, and choice of vocabulary. This exchange was video taped for later viewing and analysis on campus by the microteacher and the instructor. The high school pupils proved to be remarkably candid and insightful, and many students felt this evaluation was a high point of the microteaching experience. The second type of evaluation was made by the microteacher's peers who were provided with lesson plans prior to each teaching. During the microlesson they jotted down their reactions to the teacher's style and evaluated the effectiveness of his strategy. After the evaluations were analyzed by the instructor, the author's names were removed and the anonymous comments were given to the microteacher. This exercise not only provided each student with objective peer evaluations, it also afforded the instructor the opportunity to gain valuable insight regarding the students who wrote the analyses.

The third type of evaluation involved self-analysis by the microteacher. At the completion of his first lesson, the microteacher completed an extensive questionnaire in which he analyzed his efforts and identified his strengths and weaknesses. This analysis provided focus for the second teaching, and the microteacher was expected to exhibit improvement in the areas requiring attention. Another self-evaluation

was carried out after the second teaching, and in it the microteacher was asked to identify ways in which he could strengthen himself prior to entering student teaching. A final self-evaluation was made after the student had completed his student teaching. The results of his evaluation indicated that the microteaching experience was the single most important step in the student's preparation for his student teaching.

The fourth type of evaluation involved an exhaustive on-campus analysis of the video taped microlesson by the instructor, the microteacher, and at least two of his peers. The written self-evaluation, the peer evaluation, and the video taped critique by the high school pupils served as helpful points of departure in these sessions. The impact of these meetings on the students was profound as they were afforded the rare opportunity of checking their insights regarding their teaching against the video tapes of the lessons and the reactions of the panel observers. Since one purpose of microteaching was to encourage students to experiment with teaching strategies, methodology and materials, every attempt was made to make this situation as non-threatening as possible. In this spirit, despite the extensive evaluation procedures, the students were not graded for their teaching efforts.

Student reaction to the microteaching was overwhelmingly positive. They clearly welcomed the opportunity offered through microteaching to try their "teaching wings" in a relatively non-threatening situation,

and to step back and appraise themselves and their efforts before plunging into student teaching. These feelings were borne out by their anonymous responses to an evaluation completed at the end of the microteaching experiences.

The implementation and operating the microteaching program currently involves one social studies methods instructor and two graduate assistants. Microteaching is fully contained within the methods course and utilizes funds from within the general budget.

MIDDLE ELEMENTARY TEACHING TEAM (METT)
Program Directors: Marlin Languis, Lorren Stull, James Kerber

There is a dilemma in teacher education programs today--how to provide the proper balance between on-the-job teaching and the educational theory upon which enlightened teaching practice is based. It is not unreasonable to expect beginning teachers to perform adequately in the classroom--to present adequate lessons in each content area for which they assume responsibility, to reflect in their relationship with children a functional understanding of children's problems, concerns, interests, and the life-style indigenous to the community served by the school, to make efficient use of instructional materials, and to relate as appropriate to the needs of the children the resources available from various types of teaching teams and from support personnel. That beginning teachers do not perform at a high level in the areas described here may be attributed to many factors influencing the quality and nature of preparatory programs. The major factor influencing beginning teachers is the fact that student teaching experience usually follows the sequence of methods courses, is restricted to one school in a single type of community, and provide only haphazardly for the student teachers' need for extensive and intensive self-evaluation.

Further compounding the difficulty is the fact that the responsibility for teacher preparation has remained largely in the hands of college and university faculties. The practicing professionals, the class-

room teacher and building principal--the people who know "how it is" have not been permitted to assume or have declined to assume significant roles in the design and actualization of high quality programs of teacher preparation.

Recognizing the above factors, the innovative two-year teacher education program described in the following paragraphs has been designed jointly by three members of the Early and Middle Childhood Education Faculty at The Ohio State University--Marlin Languis, Lorren Stull and James Kerber--and by elementary classroom teachers, principals and administrative staffs from the Columbus Public Schools. The program, known as the Middle Elementary Teaching Team (METT) program, is a two year teacher education program which began autumn quarter, 1968, and terminates at the end of spring, 1970. There are 22 participants in the METT program.

The METT participants work in a teaching team of 3 or 4 members in a fourth, fifth or sixth grade classroom. The METT participants have not been trained to be departmentalized teachers. Instead, the members operate as a team for planning of instruction, evaluation and child guidance and use a variety of teaching modes. For example, at one time one team member is in charge of the entire class; at another time each team member works with a small group of children; at another time two or three members of the team cooperatively teach the class simultaneously. Each member of a team has identified one of the following areas of

specialized interest and has taken 15-20 credits of work (using elective hours) in that area: science and mathematics, social sciences, the language arts and the expressive arts. The team member with his specialized background provides leadership and resources to the team in that area but each team member teaches the full spectrum of the elementary curriculum.

Field experience is an integral part of the METT program. Each of the METT participants is required to work in the trial team and has the responsibility for planning, preparing, teaching and evaluating lessons.

Teaching aspects of these activities are carried out in inner city and outer city classrooms of Columbus elementary schools. During the winter and spring quarters of the first year of the program, three of the teams were assigned to students teaching in the 4th, 5th, and 6th grade classrooms of an inner city school. The remaining three teams were given comparable assignments in an outer city school. During the winter, 1968-69, the teams taught in the morning; during the spring quarter, 1968-69, the teams taught in the afternoon; and, during the winter quarter, 1969-70, the entire day. After the spring quarter, 1968-69, the teams switched assignments (from inner city to suburban and vice versa).

In conjunction with teaching experience, practicums (which replaced methods courses) have been provided in each of these areas:

reading, language arts, social studies, science, mathematics and aesthetics. Experience in the practicums has focused around the actual teaching experiences of participants in the area of the curriculum. Participants have been trained in teacher behavior analysis in two seminars dealing with teacher behavior by a graduate student in the METT program. Skills in analysis of teacher behavior have been applied by participants to their own teaching by video taping one another in teaching and employing self and team peer group analysis to the video taped instruction.

Evaluation and redesign of the METT program has involved the participants themselves and has been highlighted by an evaluation workshop at the end of the spring quarter, 1968-69 and a capstone seminar scheduled in the spring quarter, 1969-70. Also, twelve instruments for assessment and evaluation of the participants and the program are being used. Data collected will be used to make modifications in design or procedure within the broad objectives of the program. An evaluation workshop at the end of the first year provided additional input for program modifications. A five year follow-up study of the participants after graduation is envisioned.

The three major Ohio State faculty members involved in the project devote about one third of their teaching time to the METT program. Along with clinical classroom teachers (who are given released time to participate in the project) and principals, they form the core of the clinical teacher education team.

NEW CAREERS IN EARLY CHILDHOOD EDUCATION
Program Director: Hazel Leler

The increasing importance of pre-kindergarten education as evidenced, for example, by the Headstart Program has led to increased demands for qualified teachers. In recognition of this need the College of Education has developed the program, New Careers in Early Childhood Education. The program, initiated in Fall Quarter, 1969, is designed to train disadvantaged people as skilled teachers to fulfill this role.

The two-year program has three major components:

- 1) Sustained experience in day care centers
- 2) Formal classroom work selected from the
Early Childhood Education curricula
- 3) Regular university requirements such as
English, mathematics, history, political
science, and philosophy

To individualize the academic instruction during the first quarter, participants were assigned to tagged small-group sessions. During winter and spring quarters the participants were enrolled in classes on a regular basis with other Ohio State University students. On completion of the program, teachers will be placed in pre-kindergarten classes. In addition, participants are required to pursue work toward a baccalaureate degree.

Thirteen men and 33 women were selected from among 200 applicants for the initial class in the program. Nine male participants have left the program for various reasons. The average earned GPA was equivalent to the freshmen average. Two professors, one from the College of Education and one from the Department of Home Economics devote considerable time to directing the projects. They are supported by teaching associates who are assigned to the small-group academic class work.

The program is partially financed by the Department of Labor (New Careers Project) and the College of Education. A stipend is paid to each participant plus a portion of his instructional costs. The remainder of the cost is paid by the College of Education.

Although the program is presently classed as experimental, early evaluation would support the need for considering it as a continuing program within the College.

NEW DIMENSIONS PROGRAM
Program Director: Robert W. Johnson

Hundreds of human lives and millions of dollars have been consumed in the bitter rage against existing conditions. Many of society's traditional ways of thought and social practice have been attacked as representations of things that exist in other than their proper time. The frequency and intensity of these attacks has led many of society's more perceptive commentators to doubt the relevance and competence of the human institutions.

The New Dimensions Program's scope and intent is to bring about the alleviation of past and present failures in our educational system. It does not purport to solve all problems of education in the ghetto, however. It addresses itself to one aspect of the crisis in urban education--retaining the ghetto youngster by altering his educational experience. The ghetto youngster's specific reality is so different in concept and character from what he is being taught that he becomes aware at an early age that the school cannot provide him with the necessary tools to survive in his immediate environment. These he acquires in the street. Formal education only offers to him the hidden promise that if he is able to master and manipulate these symbols and gestures, he can escape the ghetto and all that it entails. The very language used to define and interpret his school experience is foreign to him. The ghetto child is literally forced to participate in an educational system which neither

reflects his culture and aspirations nor is staffed and planned to provide him with the tools which lead to the successful participation in the mainstream of American life.

The New Dimensions Program retrains individuals who did not finish high school and who have themselves been victims of inequalities. In short, the task of New Dimension is to help transform individuals from the streets of society generally referred to as "hard core" into acceptable educators. The New Dimensions Program offers an avenue of entry into a legitimate profession (teaching and its related activities) to individuals who because of cultural or academic qualifications would otherwise not be eligible. An accelerated curriculum (two years) in education is designed to secure for the participants licensing by the State Board of Education as Educational Technologist Aides. The New Dimensions Program then returns these persons to local school districts, to ghetto schools as principal participants in the educational process. Because of cultural background and building upon the "dropping out" experience, the presence of the trained ETA as a principal participant in the learning process will add a new dimension to urban education. It will insinuate into the process those symbols and gestures that are relevant to the day-to-day living experience of the ghetto child, precipitating a more meaningful transmission and explanation of the general American culture and technology. It will be taught to the ghetto youngster in his own language.

Prior to their entrance into the academic phase of the New Dimen-

sions Program in Spring Quarter, 1969, the trainees participated in an intensive preparatory program designed to introduce the American system to the ETA trainees. The trainees conferred with prominent citizens during a series of meetings with Occupational Test Forces comprised of individuals from business, government and educational communities of the Columbus Metropolitan Area. At various sites in the inner city these men conducted seminars in the mechanics of the "system" in an effort to rebuild the faith of the alienated men (ETA trainees) in the American system as a process in which all Americans, given the proper tools, can participate and succeed.

During the Spring Quarter the trainees underwent a vigorous schedule which involved courses in 13 distinct disciplines. A team teaching approach was utilized, whereby several courses, each taught on a rotating basis by specialists in the individual fields, were grouped together under one heading. The classes were small, generally composed of approximately ten students, and special tutorial sessions of four or fewer students were held in each discipline. Rapid and efficient transmission of the material was required because of heavy course load, while the small classes provided a sensitive individualized atmosphere which facilitated assimilation and learning. The subjects studied include: Anthropology, Political Science, Psychology, Sociology, European and American History, Mathematics, and English as a second language. Despite the extremely heavy work load, the trainees' grades were quite

high. They achieved a mean grade point average of 2.67, and those receiving passing grades in all of their courses earned 36 credit hours of regular university work.

The schedule for Summer Quarter included fewer courses, but each probed in greater depth than was possible in the Spring Quarter. While the trainees were enrolled for 21 credit hours in Urban Education, Urban Economics, Urban Politics, Mathematics and English as a second language, they maintained a 2.26 grade point average.

Autumn Quarter, 1969, represented an expansion of the training sphere into the university at large. The trainees were encouraged to schedule two regular functioning elective courses in related fields while continuing with special New Dimension courses in English and Education-Guidance. The autumn schedule involved a minimum of 15 credits as well as tutorial sessions which were conducted in all areas.

The total number of hours taken Winter Quarter, 1969 was 339. Participants achieved a mean point hour ratio of 2.748 for Winter Quarter, 1969. The trainees are presently functioning as EDUCATIONAL TECHNOLOGIST AIDES in 17 elementary and 7 junior high schools within the Columbus Public School System.

Eighteen faculty and graduate personnel from various Colleges and Departments throughout the University are involved in the program. The operating funds of the project were provided by the University and a \$23,200 grant from the Martha Holden Jennings Foundation. A monthly

stipend was paid each individual trainee by the Federal Poverty Program (CMACAO). Presently there are 27 of the original 42 trainees still in the program. A critical evaluation of the program will be conducted upon completion of the first class of trainees.

NOTE: The major portion of this profile was abstracted from
NEW DIMENSIONS PROGRAM--OHIO STATE UNIVERSITY:
a proposal, the copyright to which is held by Robert W.
Johnson, Associate Director, New Dimensions Program.

EDUCATION PROFESSIONS DEVELOPMENT
TRADE AND INDUSTRIAL EDUCATION
Program Director: James Provost

Vocational Trade and Industrial education is continually searching for ways to improve its preparation of beginning trade and industrial teachers. The Educational Professions Development Act is providing the means for conducting this pilot program to evaluate the training of teachers in a more concentrated and shorter period of time.

The Vocational and Technical Education Faculty is involved in an EPDA project designed to prepare trade and industrial education teachers. The program is sponsored by The Ohio State Department of Education.

To be eligible, participants must exhibit a positive desire to enter into and continue teaching in the field of vocational trade and industrial education. In addition, they must be qualified to hold a temporary vocational certificate for a day-trade-school program and have a full-time teaching assignment for the school year, 1970-71, in an approved in-school preparatory trade in industrial education program.

Successful participants complete the requirement for the Provisional Certificate in two years instead of the present four-year program and are also eligible for college credit, provided they meet University admission requirements.

A pre-service institute constitutes the first phase of the program. The institute is designed to: 1) develop the understanding of the organi-

zation and philosophy of vocational education, specifically in the area of trade and industrial education; 2) develop the competence of the teacher in using various teaching techniques in conducting related and laboratory teaching; 3) develop the competence of the teacher in his or her ability to evaluate students, teaching processes and self in conducting related or laboratory teaching; 4) develop the competence of the teacher in the development and use of instructional aids in conducting related and laboratory teaching; and, 5) develop an understanding of the adolescent's physical and mental development and become adequately equipped to deal with behavioral problems of the student.

The institute program will consist of studies in principles of trade and industrial education, lesson plan development, methods of instruction, organization of the local school system, use and development of audio visual aids, case studies on discipline, motivation of the learner, practice teaching with and without closed circuit television and field trips to local vocational centers.

During the first year of the in-service phase of the program the beginning teacher is visited by the teacher educator for individual assistance bi-weekly. In addition, participants are required to attend a seminar held each month and participate in a two-week institute at the completion of the first year of teaching. During the second year of teaching, participants must complete six quarter hours of college credit

in approved vocational trade and industrial educational courses.

This will be the second year of the Educational Professions Development Act institute on The Ohio State University campus. Some of the facilities and faculty of The Ohio State University will be utilized for this seminar. The grant for this institute is approximately \$45,000.00

RESEARCH AND DEVELOPMENT PROGRAM
Program Director: Robert Bargar

It has been shown that there is a strong need for personnel in the field of education concerned with research and development. Over the years, the production of researchers by the schools of education has been exceedingly low. Consequently, a large portion of educational researchers has characteristically been recruited from social science fields, particularly psychology and sociology. This practice is no longer feasible in view of the present and projected manpower demands. New recruitment pools will have to be identified. An extremely important but relatively unexplored area of potential recruits for research and development training programs is the undergraduate population in schools of education.

The undergraduate program in research and development initiated by Robert Bargar was in response to the critical shortage of professional personnel trained in inquiry in the field of education. Several factors connected with undergraduate training in education support the feasibility of the program. First, there is some evidence to indicate that bright talented undergraduates leave the College of Education primarily because they lack sufficient interest in teaching as a full-time career. These students may nonetheless retain a commitment to education, and if offered an alternative career route at the undergraduate

level, it might be possible to retain their talents so badly needed in the profession. Second, there are a sufficient number of undergraduates interested in and committed to the importance of research to warrant the establishment of the program.

The program has operated within the framework of 30 credit hours, a requirement of all minor programs in the college. Initially, the 30 hours block of time was divided into two segments, the first consisting of 18 hours of course work and seminars taken consecutively through one academic year of three quarters, and the second consisting of twelve hours of work focused on individual studies, internship experiences or elective courses related to research. The initial 18 hours has been handled similarly across the three years of the program with two exceptions: first, after the first year the undergraduates took their lectures during the first two quarters in basic research methods and statistics with graduate students who were enrolled in the new two-quarter introduction to inquiry sequence. This method has been successful and has resulted in a substantial saving of staff time. While merged with the graduate students for lecture experience, however, the undergraduates have independent seminars concurrent with the lectures. Second, after the first year, an advanced seminar covering two quarters was added during the second year of the program, reducing to 10 hours the amount of time devoted to internship experiences and lectures.

The first experimental group devoted most of its remaining twelve

hours to lecture courses. This was found to be a less desirable policy because it did not permit adequate focus on the development of basic skills and understanding. The succeeding two groups have therefore devoted most of their remaining twelve hours to internship experience. Care has been taken by the staff in establishing intern relationships which maximize student growth and independent work. In many cases the students have been able to combine the internship experience with employment as a research assistant. Generally this change in policy has been highly successful from the students standpoint. When given an opportunity to participate in actual research and to make a real contribution to that research they tend to develop higher levels of commitment.

Evaluation of the program has been an integral part of the operational framework. Evaluation has been handled from various standpoints. First, group data on behavioral change is available from each of the three experimental groups. Concomitant data from control groups is also available. These data clearly indicate the program has been successful. Second, and probably more significant is the anecdotal evidence available from individual students. Since students came into the program as early as the sophomore year, it was not until spring, 1969, that any number of students who completed the program had in fact graduated. It is only recently therefore, that any longitudinal information has been available. Systematic follow-up studies of the students will be con-

ducted as part of the continuing evaluation of the program. As of December, 1969, 14 students had completed the program and had graduated from the University. Of these, seven or 50% are now employed full time in research or evaluation positions. Six of these seven students, or approximately 43% of those having graduated, are now pursuing graduate work in research.

The program began as an experimental effort to fulfill the need for research personnel in the field of education. It was initially financed by a general research grant from the U. S. Office of Education. The program now is being financed by the College of Education.

There are three faculty members involved in the program of which one (Bargar) devoted about one-fifth of his time to the program. The remaining two devote about one-fourth of their time to the program. One half-time research associate is also employed. The program throughout its three year existence has had an average enrollment of 21 students (the first year of which, 17 completed the 30 hour minor; 16, the second year; and 25, the third year.)

SCIENCE AND MATHEMATICS - TEACHER EDUCATION PROJECT
Program Director: Robert Howe

There has been increasing concern about the teaching of science and mathematics in the public schools of the United States since 1958. Many curriculum improvement projects, both local and national in scope, have been developed. Of crucial importance to the success of these programs is the nature of the classroom teacher who conducts these programs. Unfortunately there has not been the needed emphasis in teacher education institutions to develop teachers with the needed philosophical framework and methodological skills to positively implement these programs. This need can be easily demonstrated by the voiced concerns of staff members of the local schools.

Another area of current concern is the development of teachers who can utilize their skills in varied environments. There is a need for science and mathematics in inner city schools and a corresponding need in outer city schools. One solution might be to prepare specialists for either context. Another might be to prepare teachers of sufficient background and flexibility to accomodate either.

The Teacher Education Project in Science and Mathematics Education at The Ohio State University is directing itself at the preparation of teachers who can positively implement sought after educational objectives in widely differing enrivonmental circumstances. This orienta-

tion is founded on the assumption that good teaching is good teaching regardless of the school setting; the decision-making, problem-solving acts are the same regardless of environmental circumstance, but that the information bases for the operation of the processes are different. The prime focus, then is on teaching as a process, and not as a product skill. This approach is making and will continue to make significant demands on the university and on the public schools. An overview of the rudiments of the program is provided below.

1. Pre-professional Observations and Participation - If people in teacher education programs are to reach student teaching with the necessary prerequisite experiences to accomplish that phase successfully, they must have had participatory experiences in the workings of the school earlier in their program. These experiences must be directed toward specific objectives to be accomplished effectively; otherwise the program cannot be mutually beneficial to the teacher education program and to public schools. The junior year and the first quarter of the senior year in the Science and Mathematics Teacher Education Program are directed toward the accumulation of specified experiences. It is expected that a pre-professional person during this period should observe in various areas of a school's operation. The areas observed should include counseling, attendance, the main office, et cetera. They should also function in class activities such as assisting with laboratories, taking attendance,

having responsibility for a given lesson, or other appropriate sources of experience. The pre-professional is expected to have some one-to-one and group experiences with students provided through interviews and/or tutoring. The pre-professional teacher will gain extremely valuable experiences from this type of participation while the schools involved can benefit from having these personnel resources available.

The university does not want the pre-professionals exploited with continuous busy work and the public schools do not want the instructional focus of their classrooms directed toward something other than the education of their students. The directing of this program towards complementary needs reduces concern in this area.

2. Student Teaching in Two Contexts - The program design requires providing student teachers with teaching responsibilities in two schools of differing environmental circumstance. Generally these experiences will be divided between inner city and outer city schools. The student teacher has a primary assignment (two classes) in one school and a secondary assignment (one class) in the other school. These people come to the student teaching experience with a background which should allow the assumption of primary classroom responsibilities much sooner than has been the case in the past. As a result of this three quarter sequence, pre-professionals are provided with a background for decision-making at each stage of their professional development.

3. University Preparation - The Faculty of Science and Mathematics Education has had to drastically change its teacher education program in order to provide the flexibility needed for pre-professional teachers to gain the pre-professional experiences indicated earlier. Courses have been omitted, restructured to accommodate more independent study, or tailored in other ways in order to meet the commitment for experience in the schools. Major emphasis is placed on the development and testing of instructional sequences by all pre-professionals in the program. Increased attention is given to microteaching and evaluation of instruction. A major theme is the operation of the teacher in the classroom and the information which he must use as a basis for decision-making.

4. Program Evaluation - The effects of the various components of the program are to be determined and analyzed as an on-going part of the operation. The first segment of this evaluation is in process. This is being done with the cooperation of the Columbus Public Schools.

The successful operation of this program presupposes a dynamic working relationship between the university and the public schools. It is reasonable that certain schools could be saturated with mathematics and/or science people at the various pre-professional stages of development. It is recognized that the schools must be protected from over commitment of their personnel and resources. Saturation, however, could

result in closer coordination between the university and the public schools involved, and result in more efficient operations for all parties involved.

Program Objectives

The program is designed to enable the pre-professional to:

- a. Study teaching as a problem-solving and decision-making process;
- b. Examine the responsibilities of the teacher in society, especially as they relate to cultural separation;
- c. Acquire a capability to detect, and a sensitivity to, the boundary conditions governing a teacher's decisions;
- d. Acquire sensitivity to societal and environmental differences which influence the teacher-learning process;
- e. Ascertain the types and significance of evidence used in the problem-solving and decision-making process;
- f. Develop an ability to design alternative subject matter organizations and teaching strategies for contrasting school environments;
- g. Demonstrate skill in the implementation of his decisions in contrasting school environments;
- h. Acquire the capability to evaluate the results of implemented decisions, both his own and those of others.

It is further hypothesized that the pre-professional will more ably internalize the concept of teaching as a set of problem-solving and decision-making acts if:

- a. He is actively involved in problem-solving and decision-making, their implementation and evaluation, and
- b. the problems identified, the decisions made, the implementation, and the evaluation are relevant to and conducted in contrasting contexts in which the effects are relatively obvious.

SOCIAL STUDIES EDUCATION PROGRAM ABROAD
Program Director: M. Eugene Gilliom

Social studies teachers traditionally inherit the bulk of responsibility for developing in their students a sense of world citizenship. If the goal of developing a sense of world citizenship is to be taken seriously, however, one must assume that college and university teacher education programs are preparing social studies teachers who possess the understanding, insight, and sensitivity characteristic of the world citizen which they in turn will be expected to cultivate in their students.

An analysis of professional education programs raises serious questions about the effort to develop social studies teachers whose knowledge and attitudes are in tune with the demands of a world society. Evidence indicates that too often professional programs do little to aid teachers-in-training in breaking out of the culture bound intellectual atmosphere which frequently typifies their high school days and in combating the pitfalls of ethnocentricity and provincialism.

The common failure of professional schools to incorporate an international dimension into programs for social studies teachers-in-training coupled with the teacher's charge to teach for world understanding led to the launching of The Ohio State University Social Studies Education Program Abroad in the Spring Quarter, 1969. The program will continue in

the Spring Quarter, 1970 with trips to Europe and Japan.

The Social Studies Education Program Abroad was designed to provide teachers-in-training with the opportunity, through traveling and studying in Europe, to break away from the domesticated, homogenized routine of campus life in an attempt to broaden their grasp of world affairs and to deepen their knowledge and understanding of other cultures and peoples. The program was viewed as extending and building on study in education, history and social sciences which had been done during previous quarters on campus, and experiences were planned which would add insight and depth to the participants' previous academic and professional work. At the heart of the program was a concern for the teaching of the social studies, and this concern remained the major focus of study during the on-campus portion of the quarter and later as the group traveled and studied in Europe.

Twelve undergraduate education majors--eleven in secondary social studies and one in elementary--were chosen to participate in the program. Arrangements were made so that fifteen hours of credit could be earned during the quarter. In an attempt to discover the most appropriate placement of the study tour in a four year course of study, students at various stages of their college preparation who had demonstrated academic ability and professional promise were selected. They ranged from sophomores who had just begun their professional course work to seniors who had completed student teaching during the previous

quarter. Only one participant had traveled abroad previously. Eugene Gilliom assumed the tasks of designing the itinerary, developing promising European contacts, and serving the group as advisor-seminar leader during the entire program.

The first half of the quarter was spent at Ohio State in intensive preparation for the ensuing seven weeks of travel and study abroad. The pre-travel program included a course in Western European Geography taught by Professor S. Earl Brown of the Geography Department which was designed to help the students interpret and comprehend geographic phenomena they would observe later in Europe; a course taught by Professor Robert Wagner, chairman of the Photography Department, which dealt with communication and photography in education; a seminar on methods of teaching social studies taught by Gilliom; and individual tutorials followed up with field study in Europe arranged with professors in history and sociology.

Each of the courses taken on campus was designed with the forthcoming European venture in mind. For example, as a part of the seminar on methods of teaching social studies, each student was assigned the responsibility for developing a reasonable level of expertise on one of the countries the group was scheduled to visit. It was his charge, then, to conduct a series of orientation seminars while the group was in that country.

In designing the European itinerary it was decided to strive for

a balance between depth and breadth--a program which would provide experiences in contrasting cultures, economies, governments, and educational systems, but would allow the group to remain in several countries long enough to dig beneath the surface of life as it commonly appears to the average traveler. As the itinerary was finally developed, the group spent eleven days in England, six days in the Netherlands, six days in Germany, six days in Switzerland, and nine days in Italy. At the conclusion of the formal five week study tour in Rome, the students had ten days of independent travel before reconvening in Paris for the return flight home.

The scope of activities in the European segment of the program ranged from visits to secondary schools and universities to a twelve hour steamer trip up the Middle Rhine; from participation in an audience with Pope Paul VI to a half day cruise of Amsterdam harbor hosted by the Port Director; from a session with Mr. John Egan, foreign correspondent for United Newspapers in the House of Commons to an evening spent in the homes of social studies teachers in Bristol. Among the spontaneous experiences students had were singing folk songs with a group of Yorkshiremen in a London pub, debating with the speakers at Hyde Park in London, and discussing American involvement in Vietnam with students at the International School in Geneva.

As a further part of the group's concern for teaching, each student was expected to gather materials which he could use in his social

studies classes in the future. Pay off in this regard was impressive as they gathered grafitti of all types, collected printed matter ranging from political handbills to local newspapers, took hundreds of slides, and tape recorded sounds of Europe ranging from a Communist May Day parade in London to discussions on Bristol radio regarding violence in the United States.

By traveling during the off season, staying in rather modest housing, and flying by University chartered jet, expenses for the trip were held to a minimum. Cost for each student for the entire quarter, including tuition, room and board on campus, insurance, transportation, two meals a day while abroad, hotels, and resident guides and lecturers was approximately double the cost of one quarter spent on campus. It is anticipated that in the future loans and scholarships will become increasingly available so that students with limited financial resources will not be prohibited from participating in the program. The only cost to Ohio involved the hiring of a teaching associate to complete Gilliom's regular social studies section.

The students' immediate responses to the program abroad were overwhelmingly positive. Professor Leon Twarog, Associate Dean of Faculties for International Programs, headed an evaluation of all the programs abroad at their completion and again the results were enthusiastic and favorable. Students who participated in the social studies program concurred unanimously that their international venture was by

far the most significant educational experience they've had; that they learned much more through participating in the program than they would have had they spent the quarter on campus; and, that they had a far more fruitful experience abroad than they would have experienced had they been traveling independently.